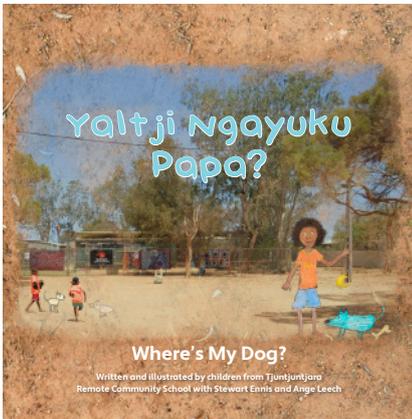


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# Indigenous Literacy Day

2024

Be A Proud Voice For Country



## TEACHER GUIDE

### *Yaltji Ngayuku Papa? Where is my Dog?*

Written and illustrated by children from Tjuntjuntjara Remote Community School with Stewart Ennis and Ange Leech  
Teacher resources written by Shelley Ware

### ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Traditional Owners of the land on which you read and enjoy *Yaltji Ngayuku Papa? (Where's My Dog?)* together... acknowledging their connection to culture and land, see and sky Country.

We pay respects to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander Peoples.

### Message from Shelley Ware

The Indigenous Literacy Day's theme for 2024 is *Be A Proud Voice For Country*. It is an opportunity to showcase deep and diverse ways in which children connect to Country. *Yaltji Ngayuku Papa? (Where's My Dog?)* is a stunning picture storybook that showcases the Tjuntjuntjara Remote Community School in Western Australia. You get to share in all of the places on Country that the students share proudly, where they play and learn, while looking for their lost dog. Also helping your students connect to Country with pride to help create a better world where pride and wellbeing are at the centre of their everything.

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## MESSAGE & OVERVIEW

ANGE LEECH  
WORKSHOP LEADER AND ARTIST

*“At the Tjuntjuntjara Community School, I was gifted and fortunate to spend time on this creative book writing project, working with the Tjuntjuntjara kids, who I could only describe as super stars.*

*From sitting discussing the anatomy of a dog, to then seeing the collection of their gorgeous pets take shape on the page, working with this energetic very young group was a joy. Dogs with glasses, puppies bones and sound waves filled our day*

*The children generously let us step-into Community and experience their world, teaching us about being on Country and how to have fun. What is always an exciting treasured part for me is working with the kid’s Aunties, translating language. Thank you Tjuntjuntjara Community and everyone involved for all the work put in this book.*

*Thank you to the Indigenous Literacy Foundation for making these beautiful books available for all the children in Australia.”*

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## BACKGROUND INFORMATION FOR TEACHERS

This guide supports teachers as they explore the language and themes of *Yaltji Ngayuku Papa? (Where's My Dog?)* book written in English and the Pitjantjatjara language, available via [shop.ilf.org.au](http://shop.ilf.org.au)

To prepare, it is recommended that teachers complete the following professional reading, listening and viewing.

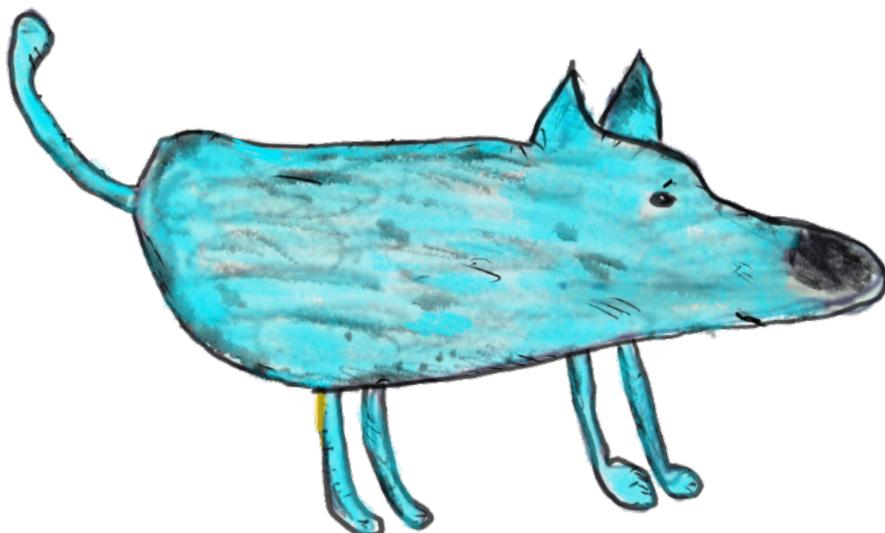
### Create a culturally safe space in your classroom

Take some time to read this valuable resource from SBS Learn on how to create a culturally safe space for First Nations children in your classroom in a way that will benefit your whole school community.

[Aboriginal and Torres Strait Islander Protocols Guide – for Teachers | SBS Learn](#)

### Acknowledgement of Country

If you haven't written one as a class before, use one from this website until you create your own meaningful Acknowledgement of Country as a class. You are aiming that eventually your students will soon speak their Acknowledgements from the heart. [Acknowledgement of Country and Welcome to Country – Reconciliation Australia](#)



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## CURRICULUM LINKS FROM ILF AMBASSADOR SHELLEY WARE AND AUSTRALIA POST

Australian Curriculum v9.0

Australian Curriculum v8.4

Cross Curriculum Priorities	Aboriginal and Torres Strait Islander Histories and Cultures v9.0	Aboriginal and Torres Strait Islander Histories and Cultures v8.4
Country/ Place	First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. A_TSICP1	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place. OI.2
		Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways. OI.3
Culture	First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property. A_TSIC	Aboriginal and Torres Strait Islander societies have many Language Groups. OI.4
		Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing. OI.5
	First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A_TSIC2	

[Source: ILF Ambassador Shelley Ware's Australia Post Teacher Resources](#)



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## LESSON OVERVIEW

**Lesson 1:** Indigenous literacy study – *Yaltji Ngayuku Papa? (Where's My Dog?)*

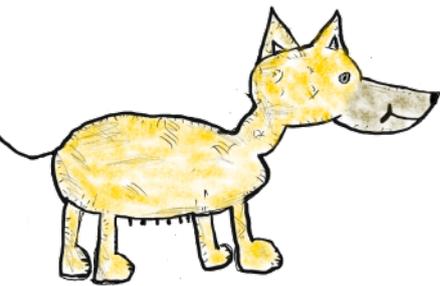
**Lesson 2:** Learn more about the Tjuntjuntjara Community

These lessons can be used in this order or you can utilise the lessons as they suit the needs of your classroom and school.

<p><b>LESSON 1: Indigenous literacy study</b> <i>Yaltji Ngayuku Papa? (Where's My Dog?)</i></p>	<p><b>Duration:</b> 50-60 minutes</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Acknowledgement of Country and Welcome to Country - Reconciliation Australia</a></li> <li>• <a href="#">Yarning Circles, Wingaru</a></li> <li>• <a href="#">Map of Indigenous Australia   AIATSIS corporate website</a></li> <li>• <a href="#">Yaltji Ngayuku Papa? (Where's My Dog?)</a> Written and Illustrated by children from Tjuntjuntjara Remote Community School with Stewart Ennis and Ange Leech</li> </ul>	
<p><b>Learning intention</b></p> <p>In this lesson we will:</p> <ul style="list-style-type: none"> <li>• Connect proudly to Country</li> <li>• Learn about the Country Tjuntjuntjara Remote Community School is built on</li> <li>• Celebrate the Country your school is on</li> <li>• Share in their pride of the Country their school is built on</li> <li>• Read <i>Yaltji Ngayuku Papa? (Where's My Dog?)</i> sitting in a yarning circle.</li> </ul> <p><b>Before Reading</b></p> <ul style="list-style-type: none"> <li>• Show your students the cover and ask them what they think the book is about?</li> <li>• Where do they think this story is set and why?</li> <li>• Show them an Indigenous Map and show them where the Tjuntjuntjara Community is located.</li> <li>• Explain to your students that this is a bilingual book and that they are going to learn some Pitjantjatjara words together.</li> </ul>	

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## During Reading

- Use the glossary at the back of the book to help with the English translation of the Pitjantjatjara words.
- Stop at page 2 – Discuss their thoughts on what Spinifex Country means? [Spinifex History | ptac](#)
- Stop at page 4 – There are often a lot of dogs in Communities that everyone shares and cares for as a Community. What is the difference with how dogs are cared for in the cities of Australia?
- Stop at page 7 – to talk about the similarities and differences of your school oval.
- At page 11 – reflect on the Punu traditional carvings.
- Stop at page 15 – Have you ever seen a dried up river? Does it look like fun to play in?

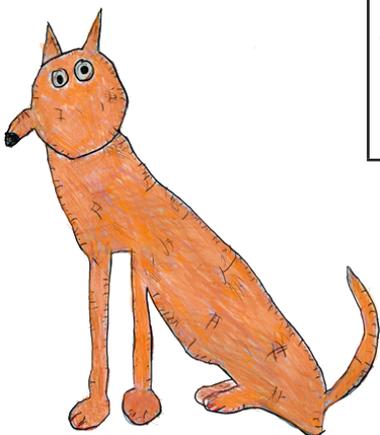
## After Reading – Ask Your Students

- Are the children proud and happy on their Country?
- Why is it important to be proud of your Country you live, learn and play on?
- What are some differences and similarities between the Countries your school and the Tjuntjuntjara school are built on?

## Connecting to Country

Take your students outside on to Country and ask them to sit in a yarning circle.

- Ask them to close their eyes or bow their heads and share in an Acknowledgment of Country together.
- Ask the students to sit still and listen, look, smell and feel Country for a few minutes. Ask them to note how they feel in their body and mind when they take this quiet time to connect with Country.
- Walk around your school to collect ideas about places they are proud of to showcase in a book they will create, inspired by *Yaltji Ngayuku Papa?* (*Where's My Dog?*) head back in the classroom with your list.



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## Creating a book

- Create your own book inspired by *Yaltji Ngayuku Papa? (Where's My Dog?)*
- What are you looking for in your story?
- Write the story as a class or in small groups.
- Photograph places on Country you are proud to share in your book.
- Collate together to complete published book to share with others.

## Share a copy

You may choose to send a copy to the children from the Tjuntjuntjara Remote Community School so they can see how their book inspired you to be proud of the Country your school is built on.

## Extension Activities

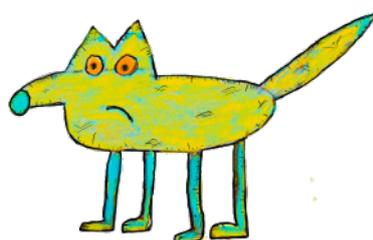
### Invite a Local Elder

Invite a local First Nation Elder or respected community member into your classroom to help add the local First Nations language to your book, so you can create a bilingual book too.

### QR Code

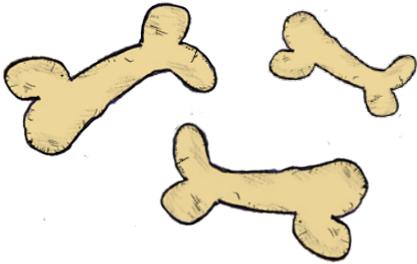
Create your own QR code of children reading your book, so others can learn about the Country your school is built on and the local First Nations language.

Take your class outside regularly, to listen and feel Country so they can build a connection to Country that is authentic and meaningful.



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<p><b>LESSON 2:</b> Learn more about the Tjuntjuntjara Community</p>	<p>Duration: 30-60 minutes</p>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="http://spinifex.org.au">Tjuntjuntjara (spinifex.org.au)</a></li> <li>• <a href="http://spinifex.org.au">Tjuntjuntjara Community (spinifex.org.au)</a></li> <li>• Create a fact sheet to add to the book to share the history, Community, tradition and culture of the Tjuntjuntjara Community.</li> </ul>	
<p><b>Learning intention</b> In this lesson we will</p> <ul style="list-style-type: none"> <li>• Learn more about the Tjuntjuntjara Community</li> <li>• Create a fact sheet about the Tjuntjuntjara Remote Community school and surrounding Country and its people.</li> </ul> <p><b>Create a fact sheet</b></p> <ul style="list-style-type: none"> <li>• Allow time for your students to research the Tjuntjuntjara Community.</li> <li>• Write five facts that they think are important to add to the class fact sheet.</li> <li>• You may choose for them to make their own fact sheet.</li> <li>• Create a fact sheet together that shares the Tjuntjuntjara Community's proud connection to Country, Culture and their traditions.</li> <li>• Add it to the back of the book or make a book of individuals facts sheets</li> </ul> <p><b>AIATSIS Indigenous map</b></p> <ul style="list-style-type: none"> <li>• Hang your <a href="#">AIATSIS map</a> in the classroom and pin facts and photographs about the Country your school is built on and the Country the Tjuntjuntjara Remote Community School is built on.</li> <li>• This will allow others to learn about and connect to a different Country. (Unless the students of Tjuntjuntjara are doing this of course!)</li> <li>• Hang it in a public area of your school or invite other classes to come and learn more too.</li> </ul>	

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## Extensions

### Lots of Dogs!

You could create your own dogs like in the book *Yaltji Ngayuku Papa? (Where's My Dog?)* making them nice and large, filling them with newspaper and hanging them around the room. So, you have a lot of dogs too. This is a fun and nice way to start a conversation with class visitors about the book itself.

### Write a letter

You may choose to write a class letter to the children from the Tjuntjuntjara Remote Community school for sharing their story with you. Expressing what you loved about it and how it helped you connect further to the Country your school is built on.

